

Grade 5 Music Scope & Sequence

	Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies	Formative/Summative Assessments (Performances, Projects)
1 st Advisory	<p>How does identifying musical sources and their use help identify specific musical styles?</p> <p>How do we determine that a music performance-improvisation-composition-arrangement is good?</p> <p>How does the practice of solfeggio improve sight reading accuracy?</p> <p>What in this [idea, song, arrangement] is new and what is old?</p>	<p>Standards: 5.1. L1, 5.2.S1, 5.2. S2, 5.2. S3, 5.2.P3, 5.2. P4, 5.3.4, 5.4.1, 5.5.S1</p> <p>Listen: Define the special properties of musical sounds (pitch, duration, volume and timbre).</p> <p>Speak (repeat): Sing with accurate pitch, rhythm, diction, and posture, maintaining a steady tempo. Sing in groups, blending vocal timbres, dynamic levels, and respond to the cues of the conductor. Perform independent instrumental parts while other students sing or play contrasting parts. Accompany singing with rhythm and/or melody instruments.</p> <p>Speak (improvise): Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition.</p>	<p>Performance Rubric</p> <p>Improvisation/Composition Rubric</p> <p>Sight Reading</p>
	Repertoire		Resources
	<p>Required: The Star-Spangled Banner (pg. 472)</p> <p>Suggested: America (pg.470) America The Beautiful (pg. 76) Eliza Kongo (pg. 14) Get on Your Feet (pg. 6) Battle Hymn of the Republic (pg. 266)</p>	<p>Read: Read (using rhythmic solfege) rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth rest/quarter/eighth note).</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p>	<p>Grade 5 Standards Document Making Music Grade 5, Teacher Ed. American History Museum Exhibit (SSB) Content and Tools by Strand</p>

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2 nd Advisory	<p>How do we determine that a music performance-improvisation-composition-arrangement is good?</p> <p>How does the practice of solfeggio improve sight reading accuracy?</p> <p>From whose viewpoint are we hearing? How are music, events, and people connected to each other?</p>	<p>Standards: 5.1. E2, 5.2.S1, 5.2. S2, 5.2. S3, 5.2.P3, 5.2. P4, 5.3.4, 5.4.2, 5.5. S1, 5.5. H1</p> <p>Listen: Identify and analyze difference in tempo and dynamics in contrasting music selections.</p> <p>Speak (repeat): Sing with accurate pitch, rhythm, diction, and posture, maintaining a steady tempo. Sing in groups, blending vocal timbres, dynamic levels, and respond to the cues of the conductor. Perform independent instrumental parts while other students sing or play contrasting parts. Accompany singing with rhythm and/or melody instruments.</p>	<p>Performance Rubric</p> <p>Improvisation/Composition Rubric</p> <p>Sight Reading</p>
	Repertoire		Resources
	<p>Required: Joshua Fought the Battle of Jericho (pg. 99)</p> <p>Suggested: Lift Ev'ry Voice and Sing (pg. 466) Woke up This Morning (pg. 278) Happy Days Are Here Again (pg.274) Down by the Riverside (pg. 248) Ev'ry Time I Feel the Spirit (pg. 234)</p>	<p>Speak (improvise): Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition.</p> <p>Read: Read (sing) melodic notation in treble clef in major keys and minor keys, using solfege.</p> <p>Write: See Speak (improvise)</p> <p>Talk About: Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm). Describe in writing the roles of musicians in each of the four periods of music history (e.g., Baroque, Classical, Romantic and Contemporary) and include a composer and composition representative of each period.</p>	<p>Grade 5 Standards Document Making Music Grade 5, Teacher Ed. Wikipedia (Joshua) Content and Tools by Strand</p>

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3 rd Advisory	<p>How does identifying musical sounds and their use help identify specific musical styles?</p> <p>How do we determine that a music performance/ composition/ arrangement is good?</p> <p>What in this [idea, song, arrangement] is new and what is old?</p> <p>From whose viewpoint are we hearing? How are music, events, and people connected to each other?</p>	<p>Standards: 5.1. L2, 5.1. L3, 5.1. L4, 5.2. P3, 5.4.3 , 5.5. H2</p> <p>Listen: Analyze how musical sounds are used in various genres and culture. Identify vocal and instrumental ensembles from a variety of genres and cultures (e.g., classical, jazz, blues, gamelan, mariachi, cambia, salsa, mambo, reggae). Demonstrate perceptual skills by listening to and comparing and contrasting music of various styles and cultures.</p> <p>Speak (repeat): Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>Speak (improvise): Improvise, compose, and arrange simple melodies on a given scale (e.g., pentatonic). Improvise, compose, and arrange basic rhythmic, melodic and harmonic patterns on classroom instruments and available technology.</p> <p>Read: Use standard symbols to notate meter, rhythm, pitch, and dynamics in song.</p> <p>Write: See Speak (improvise) and Read</p> <p>Talk About: Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.</p>	<p>Performance Rubric</p> <p>Improvisation/Composition Rubric</p> <p>Sight Reading</p>
	Repertoire		Resources
	<p>Required: Fifty Nifty United States (pg. 243)</p> <p>Suggested: Shenandoah (pg. 256) Under the Sea (pg. 360) Somewhere Out There (pg. 356) Choo Choo Ch' Boogie (pg 44) Wabash Cannon Ball (pg. 132)</p>		<p>Grade 5 Standards Document Making Music Grade 5, Teacher Ed. [5th grade history is US History 1790 – Present] State Maps (online) Geoplunge (cards may be in your school) Content and Tools by Strand</p>

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4 th Advisory	<p>How does identifying musical sources and their use help identify specific musical styles?</p> <p>How do we determine that a music performance-improvisation-composition-arrangement is good?</p> <p>From whose viewpoint are we hearing? How are music, events, and people connected to each other?</p>	<p>Standards: 5.1.L4, 5.1.E1, 5.2. P4, 5.3.2, 5.3.3, 5.3.4, 5.4.4</p> <p>Listen: Demonstrate perceptual skills by listening to and comparing and contrasting music of various styles and cultures. Devise and apply specific criteria for evaluating performances and compositions.</p> <p>Speak (repeat): Sing from memory a varied repertoire of songs representing diverse genres, styles and cultures, including rounds/canons, descants, and songs with ostinatos and songs in two-part harmony, alone and with others. Perform melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, ostinatos, and two-part harmony, by oneself and with others, on classroom instruments.</p> <p>Speak (improvise): Improvise and compose short songs and/or instrumental pieces in duple and triple meter using the following musical devises: imitation and repetition.</p> <p>Read: Recognize and construct basic chords and chord patterns (e.g., I, V, and V7).</p> <p>Write: See Speak (improvise) and Read</p> <p>Talk About: Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.</p>	<p>Performance Rubric</p> <p>Improvisation/Composition Rubric</p> <p>Sight Reading</p>
	Repertoire		Resources
	<p>Required: It Don't Mean a Thing (pg. 324)</p> <p>Suggested: Good Mornin', Blues (pg. 218) Basin Street Blues (pg. 342) There's a Place (pg. 204) Mango Walk (pg. 194) Go Down, Moses (pg. 184)</p>		<p>Grade 5 Standards Document Making Music Grade 5, Teacher Ed. Wikipedia (It Don't Mean a Thing) Ellington Video Clip (1943) Content and Tools by Strand</p>